

## Lower Key Stage Two

### Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>A</b>	Animals including Humans	Animals including Humans	Rocks	Light	Plants	Plants
<b>B</b>	States of Matter	Forces & Magnets	Electricity	Sound	Living things and habitats	Living things and habitats

### History

	Autumn	Spring	Summer
<b>A</b>	<p><i>Stone Age to Iron Age Timeline</i></p> <p><i>Which was the most impressive – The Stone Age; The Bronze Age or The Iron Age?</i></p> <p>Changes in Britain from Stone Age to Iron Age</p>	<p><i>Learning from the Powerful Roman Empire and its impact on Britain</i></p>	<p><i>Anglo-Saxons and Scottish Settlements</i> Britain's Settlement by Anglo-Saxons and Scots</p>
<b>B</b>	<p><i>Victorious Vikings</i> Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p><i>William Shakespeare's Tudor England</i> Study of an aspect or theme in British history</p>	<p><i>Victorian Eccles</i> Local history study depth study</p>

### Geography

	Autumn	Spring	Summer
<b>A</b>	<p>Human and Physical Geography</p> <p><b><i>Powerful Planet</i></b></p>	<p>Place Knowledge &amp; Location Knowledge:</p> <p><b><i>Brazil/Rainforests</i></b></p>	<p>Geographical Skills &amp; Fieldwork:</p> <p><b><i>Popular Manchester</i></b></p>
<b>B</b>	<p>Human and Physical Geography:</p> <p><b><i>River Irwell/The Water Cycle</i></b></p>	<p>Place Knowledge &amp; Location Knowledge:</p> <p><b><i>Marvellous Mediterranean</i></b></p>	<p>Geographical Skills &amp; Fieldwork</p> <p><b><i>Biomes: Eden Project</i></b></p>

### Computing

	Autumn	Spring	Summer
<b>A</b>	<p><i>Animals Including Humans</i></p> <p><i>Science</i></p>	<p><i>Learning from the Powerful Roman: History</i></p>	<p><i>Popular Manchester</i></p> <p><i>Geography</i></p>
<b>B</b>	<p><i>Liverpool's River Mersey The Water Cycle</i></p> <p><i>Geography</i></p>	<p><i>William Shakespeare's Tudor England</i></p> <p><i>History</i></p>	<p>Biomes: Eden Project</p> <p>Geographical Skills &amp; Fieldwork</p>

### Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>A</b>	<p><b>The Stone Age</b></p> <p>Stone Age Rock</p> <p>You-Glockenspiels</p>	<p><b>Powerful Planet</b></p> <p>Volcano Rap</p>	<p><b>Roman Empire</b></p> <p>Roman music and instruments.</p>	<p><b>Brazil</b></p> <p>Samba drumming and carnival music.</p>	<p><b>Anglo-Saxons</b></p> <p>Anglo-Saxon music and instruments. Compose music to represent pagan Anglo Saxon gods.</p>	<p><b>Popular Manchester</b></p> <p>Famous musicians from Manchester.</p>
<b>B</b>						

### Art

	Autumn	Spring	Summer
<b>A</b>	<p><b>Katsushika Hokusai</b></p> <p>(Drawing and watercolour paint.)</p> <p><b><i>Powerful Planet</i></b></p>	<p><b>Beatriz Milhazes</b></p> <p>(mixed media collage)</p> <p><b><i>Brazil</i></b></p>	<p><b>Jessica Tcherepnine</b></p> <p>(drawing)</p> <p><b><i>Manchester</i></b></p>
<b>B</b>	<p><b>Cubism (Picasso, Braque, Cezanne)</b></p> <p>(Drawing)</p> <p><b><i>Water Cycle</i></b></p>	<p><b>Impressionism</b></p> <p><b>Georges Seurat and Berthe Morisot</b></p> <p>(Painting)</p>	<p><b>Eden Project</b></p> <p>(Sculpture)</p> <p>Create art inspired by nature.</p> <p><b><i>Biomes</i></b></p>

		<b>Mediterranean</b>	
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<b>DT</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>A</b>	DT: Making a fixed and moving axle Transportation (Construction- Mechanical Systems )	DT: Make a pencil case (Textiles)	DT: Brazilian food (Food)
<b>B</b>	DT: Make a family crest badge (Textiles)	DT: Make a nightlight (Construction – Electrical Systems)	DT: Bridges (Construction – Structure)

#### French

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>A</b>	Core Unit 1	Core unit 2	Core Unit 3	At school	Food	Animals
<b>B</b>	Recap of core units 1, 2 and 3	Playtime	My home & My town	Describing People	The body	Sport

#### PSHE

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>A</b>	<b>Respectful relationships</b> <i>Recognising and respecting different relationships and understanding privacy.</i>	<b>What is bullying and why are friends important?</b> <i>Appropriate physical contact, how actions affect others, basic techniques to resist pressure.</i>	<b>Online Safety and Online Relationships</b> <i>Strategies for keeping safe online and the importance of protecting personal information.</i>  <b>Keeping safe in the community</b> <i>Rules and laws that protect children and keep them safe and how to take part in making and changing rules.</i>	<b>Keeping safe in the community</b> <i>People in the community that are responsible for keeping us safe, understanding responsibilities, rights and duties at home and in school.</i>	<b>Keeping healthy</b> <i>To recognise the concept of a balanced lifestyle, positive and negative effects on our physical, mental and emotional health.</i>	<b>Similarities and differences</b> <i>To recognise and respect the different values and customs of others and to recognize and care about other people's feelings.</i>  <b>What will my new class be like?</b> <i>Reflecting on strengths and identifying areas for development.</i>
<b>B</b>	<b>Respectful relationships</b> <i>Understanding personal boundaries and the characteristics of healthy family life.</i>	<b>What is bullying and why are friends important?</b> <i>To recognise bullying and abuse in all its forms and healthy relationships.</i>	<b>Online Safety and Online Relationships</b> <i>Strategies for keeping safe online and who to talk to if we feel uncomfortable online.</i>  <b>Keeping safe in the community</b> <i>School rules about health and safety and basic emergency aid procedures.</i>	<b>Keeping safe in the community</b> <i>How to assess risk, dangers and hazards in different situations and strategies to keep ourselves safe.</i>	<b>Keeping Emotionally Healthy</b> <i>Deepening understanding of feelings and explaining feelings to others.</i>	<b>Keeping Physically Healthy</b> <i>How to make informed choices about our health and the concept of a 'balanced lifestyle.'</i>  <b>How will my education help me in the future?</b> <i>Reflecting on strengths and identifying areas for development</i>
<b>Keeping myself safe. An awareness of my personal space and that of others (NSPCC Pants Rule)</b>						

<b>PE</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>A</b>	Ultimate	Dodgeball	Handball	Handball	Cricket	Cricket
<b>B</b>	Gymnastics	Ultimate	Dance	Swimming	Swimming	Swimming

#### RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>A</b>	<b>Believing</b> What do different people believe about God? (Christianity, Islam)	<b>Living</b> Messages at Christmas (Christianity)	<b>Expressing</b> Why do people pray? (Christianity, Hinduism)	<b>Expressing</b> Why are festivals important to religious communities? (Christianity, Judaism, Hinduism) (Easter)	<b>Living</b> What does it mean to be a Christian in Britain today? (Christianity)	<b>Living</b> What can we learn from religions about deciding right and wrong? (Christianity, Judaism, Non-religious)
<b>B</b>	<b>Believing</b> Why is the bible so important for Christians today? (Christianity)	<b>Living</b> How are Advent and Christmas celebrated around the world? (Christianity)	<b>Living</b> What does it mean to be a Hindu in Britain today? (Hindusim)	<b>Believing</b> Why is Jesus inspiring to some people? (Christianity) (Easter)	<b>Expressing</b> Why are festivals important to religious communities? (Christianity, Islam, Judaism) (EID)	<b>Expressing</b> Why do some people think life is like a journey and what significant experiences mark this? (Christianity, Judaism)